

SAS Method: Creating Equity and Adaptivity for Students' Linguistic Skills

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Abstract

The aim of this research was to describe the application of the SAS (Synthetic Structural Analytical) method as an effort for equality and adaptivity towards the linguistic skills of early age students. This research used the type of Classroom Action Research. The subjects of this research were class B1 students at TPA (20 students). Data collection techniques use observation, interviews and (closed) tests. The data analysis technique used is analysis of the percentage test results for students' reading skill categories based on the results obtained on observation sheets taken during the learning process. The results prove that the SAS method is able to develop students' reading skills so that they are effective and successful in achieving quality and adaptivity later at the elementary school level. The increase in the percentage of students' reading skills was obtained from the five aspects (sensory, perceptual, schemata, thinking and affective) which encouraged them to develop their reading skills in a structured and synthetic analysis. This research specifically described the success of the SAS method which can not only be a technique for improving students' reading skills, but can also make students have equal/equal skill quality.

Keywords: *sas method; equality adaptability; linguistic skills*

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Introduction

Reading is a process that means information from text and knowledge possessed by the reader has a major role in forming meaning (Agnesta et al., 2018). According to Pulungan et al. (2022) reading is simply said to be the process of sounding written language symbols. Prayekti et al. (2019) explained that reading is a process that is carried out and used by readers to gain an understanding of the content of the reading that the writer wants to convey through the media of words/written language. Furthermore Collins (2022) explains that reading is an activity that seeks to find various information contained in writing. This means that reading is a process of thinking to understand the contents of the text read. In this sense, reading is often referred to as reading aloud or beginning reading. Reading can also be said by Indriani et al. (2019) as a process to obtain information contained in reading texts to gain an understanding of the reading.

Reading is a skill that must be achieved in middle and late childhood, in addition to vocabulary and grammar. This particular skill is learned during the elementary school years (Janebi et al., 2020). Reading skills in pre-school play an important role in developing students' language skills, because reading can broaden students' knowledge, insights, and abilities (Maghfiroh et al., 2019). By reading students will form thinking skills through the process of capturing ideas or information, understanding, imagining, and applying them. Reading skills need to be applied when children are as young as possible because reading is the main foundation that students must have (Hasibuan & Juliana, 2020).

Students in the pre-school period with the initial reading process must be carried out in stages, namely the pre-reading and reading stages. At the pre-reading stage, children will be taught: 1) good attitudes when reading, such as correct sitting posture; 2) the way the child puts the book on the table. 3) the way the child holds the book; 4) the way children open and flip through books; and 5) the way children see and pay attention to writing (Hajar, 2019). At the initial reading stage, the emphasis is on the suitability between the writing and the sound, the fluency and clarity of the sound, understanding the content or meaning. Preparation for reading is supported by literacy experiences such as reading books or frequently using writing and symbols during learning (Shariq, 2020).

It is these pre-reading and beginning reading targets that pre-school children must have well before entering a period of adjusting to material in elementary school (SD) (Asmonah, 2019). Pre-reading objectives tend to be targeted at pre-school students first so that students can read simple words and sentences fluently and accurately. Then the purpose of students' initial reading skills should be a provision for them to enter high school and study broader material in elementary schools (Tamaya et al., 2018). Elementary schools will make early-age students explore more of their language skills such as listening, speaking, reading carefully, and writing. So with this provision, pre-school students already have a foundation of adaptivity and equality of reading skills so that when they enter elementary school, they can adapt to the various abilities of other students to absorb knowledge and experience more freely (Fauzi, 2018).

Permana et al. (2020) suggests that students can demonstrate adaptive abilities when they fulfill three conditions, namely: (1) have sufficient basic knowledge, (2) tasks can be understood or understood and motivate students, and (3) the context presented is well known and much enjoyable student. Mariadeni et al. (2018) explains that every learning is always associated with cognitive -linguistic readiness. Ability in language will make it easier for every human being to understand the essence of every knowledge of the world.

This hope is what every teacher and parent wants to equip their children with good reading skills in pre-school. However, the conditions that occur at the TPA Arrahmah show the factors causing the low reading ability of students namely 1) students are not trained enough to get used to reading, 2) fluency in reading is not fluent, pronunciation and intonation in reading are not correct, 3) students' low reading ability in including students' interest in reading is still lacking, 4) lack of motivation and further guidance from parents while at home, 5) lack of quantity of reading, and 6) lack of accuracy when reading. This condition is caused by the fact that there are still many students who are lazy to read both at school and at home so that the learning techniques used by teachers are still conventional or less varied.

Fluency, accuracy, and children's reading skills at the early reading learning stage are influenced by the activeness and creativity of the teaching teacher. In other words, the teacher plays a strategic role as a vehicle and facility in improving students' reading skills. Applying the SAS method is the best solution to train students' cognitive-linguistic abilities precisely and quickly. Synthetic analytic structural or commonly abbreviated as SAS is a method that can be used in learning to read and write beginning. The principles of the SAS method are based on psychological, pedagogical and linguistic foundations. So, by applying the SAS method it is hoped that it can improve students' reading skills at TPA Arrahmah.

Synthetic analytic structural or SAS method is a learning method that is used to peel and arrange words by looking at the full structure, then analyzing and knowing one by one the reading elements of a word or sentence. It is from this basis that the steps of the SAS method originate, namely, starting with presenting a whole or structure, analyzing the parts, then synthesizing the parts into a cohesive whole (Madasari & Mulyani, 2016).

Effectiveness of applying the SAS method seems to have been stated by Wardiyati (2019) in his research which showed an increase in reading skills in the basic score to cycle I of 12.73% while an increase in students' reading skills in cycle I to cycle II was 14.45%. So, the application of the SAS method can improve the reading skills of low grade students in elementary schools. Other research was also conducted by Lisnawati & Muthmainah (2018), with the successful application of the SAS method which was effective in improving the reading skills of *slow learners* at SDN Demangan. The reading skills of students who took part in the reading training increased, between before and after attending the training. Research by Khoridah et al. (2019) also explained that in the initial writing ability by applying the SAS method, it was stated that 20 students out of 28 students were able to write letters, words and sentences correctly, clearly and neatly. From these findings, it can be said that the SAS method is one of the teaching method solutions that is effectively used to train students' linguistic skills.

However, after several studies have been put forward above, it does not mean that this research has the same element in its study. This research has a special characteristic by presenting a description of the success of the SAS method which can not only be a technique for improving students' reading skills but can make students have equal/equal skill qualities. So that they can adapt cognitively well to take elementary school linguistic skills. This then becomes the uniqueness of this study which emphasizes placing elements of linguistic skill equality which will make it easier for students to also have cognitive adaptive properties with other children. This research will also be a study that can open the perceptions of educational practitioners to train students' thinking skills as early as possible regardless of the age of students and avoid inductive teaching.

This method is considered suitable for learning to read and write, because it adheres to linguistics, general linguistics principles and is based on children's language experience. The SAS method adjusts the material to the child's language development and experience. The goal to be achieved in this research is to describe the application of the SAS method as an effort to improve the equality and adaptability of students' linguistic skills at TPA Arrahmah.

Methodology

This research was conducted at TPA Arrahmah Paiton Probolinggo. The subject of this research is class B1 students TPA Arrahmah with a total of 20 students (11 male student and 9 female students). The research design used in this study uses classroom action research (PTK). PTK is a form of research that is reflective by providing certain actions so that it can improve and enhance the learning process in the classroom. PTK is carried out in two cycles, each cycle consisting of several stages such as : 1) planning, 3) implementation, 4) observation, 5) reflection. The number of cycles was determined by how much success is obtained from each cycle. If the actions in cycle I have not meet the success rate requirements for this research, they will be rearranged from the planning process to reflection for the next cycle.

The data sources that will be used in this study include: Information on data from informants consisting of the school principal, class B1 teachers, two guardians of students at TPA Arrahmah Paiton, daily tests, and observations of the implementation of learning using the SAS method. Data collection techniques using observation techniques, interviews and tests of students' reading skills. Observations in teaching and learning activities are carried out with the aim of obtaining an overview, both general and specific in nature with respect to aspects of the process of the approach being developed. Aspects observed in Among them are student activities in learning and teacher activities in planning and implementing learning. The

interview technique was carried out by asking questions about the implementation of the SAS method and the development of the equality of students' skills. This test was closed and equipped with an assessment format that is adapted to the competencies you want to achieve after learning and the assessment aspects can be seen in table 1.

The data analysis technique used is a skill percentage test Student reading is based on the results of student reading assessments obtained on observation sheets taken during the learning process by looking at the suitability of planning and implementing actions. The tests in this study were conducted to determine students' initial and final abilities in reading. Assessment criteria based on aspects of reading ability : 1) sensory aspects, 2) perspective aspects, 3) schemata aspects, 4) thinking aspects, and 5) affective aspects. These five reading assessment guidelines are then given a score for each aspect according to the level of difficulty. The rubric for assessing students' reading skills can be seen in the table 1.

Table 1. Rubric for Assessment of Students' Reading Skills

No	Assessment Aspects	Assessed Elements
1	Sensory Aspect	Students are able to understand written symbols correctly
2	Perspective Aspect	Students are able to interpret what is seen as a symbol
3	Schematic Aspect	Students are able to link written information with existing knowledge structures
5	Affective Aspect	Students have a high interest in reading

Percentage of results of students' reading skills in learning is calculated by the following formula:

$$Grade = \frac{\text{score obtained}}{\text{maximum score}} \times 100\%$$

Source: (Fitrah & Luthfiyah, 2017)

After obtaining the results from the analysis of student activities, students' reading skills were categorized. As for the categories of students' reading skills can be seen in the table 2.

Table 2. Categorization of Students' Reading Skills

intervals	Category
91-100	Very Skilled
71-90	Skilled
51-70	Skilled Enough
31-50	Less Skilled

Various the data is then processed with descriptive statistics. This research is said to be successful if the percentage acquisition of students' reading skills classically reaches 75% in the skilled or very skilled category.

Results and Discussion

Researchers apply the SAS method in students' reading learning activities. Activity learning carried out in 2 cycles. Each cycle conducts 2 meetings with a time allocation of 1x45 minutes for each meeting. Purpose with the stages (cycles) in learning as materials broaden and open opportunities for students to develop their potential and skills. The initial problem that occurs is that there are still students in class B1 TPA Arrahmah Paiton who are not skilled in reading skills, whereas they are required to be able to have initial reading skills before entering elementary school. So the SAS method was chosen to be an exercise in the ability

equality and adaptability of students in reading skills. Maulana et al. (2019) states that the aspects that serve as benchmarks in assessing the results of students' reading skills include 1) sensory aspects, 2) perspective aspects, 3) schemata aspects, 4) thinking aspects, and 5) affective aspects.

To be able to build students' reading skills, the following will present the steps of the SAS learning method consisting of five phases for class B1 TPA Arrahmah students. The phases can be seen as table 3.

Table 3. Table of Phases of Implementing the SAS Method

No	Phase	Teacher Behavior
1	Do apperception and motivation to students in learning	The teacher guides students to observe a picture that is in blackboard and ask some questions to students.
2	Read simple sentences based on pictures and sentence cards	The teacher provides opportunities for students to read simple sentences by reading sentences structurally. The trick is to remove the pictures so that only the sentence cards that are read by students remain.
3	Analyze the sentence structure	The teacher guides students to analyze the structure by breaking it into words, words into syllables, and syllables into letters.
4	Synthesize (combine the complete sentence structure back together)	The teacher guides students in carrying out the synthesis process by recombining each of these elements into a complete sentence structure as before.
5	Draw conclusions	The teacher guides students in making conclusions

For more details regarding the application of the SAS method carried out in each cycle, the following description is presented.

Implementation of Cycle I Learning

In implementing learning improvements to improve the equality and adaptability of students' reading skills, the researchers developed a class action research plan in the form of work procedures carried out in the classroom. Cycle I consisted of planning, implementing, observing, and reflecting on the last meeting. *First (planning)*, (1) the teacher identifies the problems experienced by students. (2) The teacher collaborates with colleagues, class teachers, and PAI teachers to reveal and clarify the problems faced, to find the right solution until satisfactory results are obtained. (3) The teacher makes plans to improve learning practices in the form of learning scenarios or learning steps, the emphasis is on using the drill method. (4) The teacher prepares the necessary facilitators in student reading activities, which support the subject matter. The learning material in cycle I is material about composing words and sentences that are often used for *daily activities* (daily activities). So that students are expected to be able to focus on pronunciation and recognition of word and sentence structures first. (5) The teacher arranges an observation tool as a guide for observers in observing the implementation of the learning improvement process. (6) The teacher designs an evaluation tool in the form of a formative test.

Second (implementation), at this stage the teacher carries out learning improvements according to the learning scenarios that have been made as follows: (1) focuses attention and motivates students. (2) presenting apperception, basic competency information, material benefits, and learning activity plans. (3) The teacher introduces several verbs that are often used in *daily activities* on the blackboard. The words presented by the teacher are usually like activities that are common and must be carried out by students such as eating, drinking, bathing, school, studying, walking, running, watching, and so on. Not only that, several objects and subject words are also presented to be presented in a sentence. (4) The teacher adjusts the student's sitting position so that they are able to see, listen to and imitate information from the teacher. (5) The teacher starts reading each word loudly and clearly. And

repeated with students reading simultaneously. The teacher's reading is repeated twice. (6) Next, the teacher chooses a verb that can be used as an example, such as eating. And the teacher then chooses the subject word "I" and the noun "bread". So that if these three words are combined it will become a coherent sentence (I eat bread). (6) The teacher asks students to ask about their understanding of the explanation of the arrangement of words that are considered difficult or that are still not understood. Mrs. Sulasmi explained that with the direction of the teacher, students were guided to arrange words into sentences with word structure oppositions that were related to each other when read as a whole. The arrangement of these words and sentences is explained by the teacher until all students really understand what they mean. (7) The teacher gives the opportunity for students to make a sentence independently. (8) The teacher evaluates each student's work. (9) The teacher closes learning by motivating and building students' confidence in their work.

Third (observation), At this stage the researcher collaborates with colleagues, class teachers, and school principals to examine all the findings, both the deficiencies and the advantages of the cycle 1 learning improvement process. The teacher is still too verbal in conveying and accompanying students' work so that students are less controlled in every decision taken. *Fourth (reflection)*, this stage is carried out in the second meeting by giving students the opportunity to make several *daily activity sentences* as best and as far as they know with the ability and reading analysis that has been taught at each meeting. The teacher's role is still too dominant in the learning process but students are already actively involved in the learning process. Most of the students have had changes in their learning outcomes in sensory aspects, perspective aspects, and affective aspects. Next, the results of reflection cycle 1 the researchers used to compile steps to improve cycle 2 learning.

Implementation of Cycle II Learning

The implementation of actions and activities in cycle II is the same as the series of activities in cycle I. The difference lies in the material taught by the teacher. The material in cycle II is more complex, namely studying the arrangement of formal words and sentences that are often used in the school environment. So it is important for a teacher to prepare himself to be the best facilitator for students by using word cards and sentences. In cycle II the teacher gives tests with cards with different words and sentences for each student. So that students are required to be creative and innovate according to their understanding and learning experience. Of course the teacher will be a facilitator for students to see a picture of correct performance. At the implementation stage, the teacher adjusts the position of the teacher and each student in a strategic and dynamic position that can be reached by all students. Students are required to be able to listen, listen to complete work according to instructions from the teacher. Then in the last 15 minutes of each meeting, the teacher will give time for students to compose a sentence from the word cards that have been given by the teacher.

An example that can be given is that from the word cards and sentences belonging to the subject AP, several words are written "I, they, read, draw, fairy tales, and mountains". So the teacher requires students to be able to compose 2 sentences from the given words, namely "I draw mountains" and "they read fairy tales". So that in this second cycle, the teacher emphasized more on students not only reading verbally but also being able to read every knowledge critically-analytical. So the results of the observations found showed that the progress of increasing students' understanding of reading skills both in verbal and written and skilled in interpreting knowledge into their experiences was said to be good. Judging from the students are able to do well to recognize each word reading, relate knowledge to work experience correctly, students' reading motivation (linguistics) is high, and arrange words into sentences well. While the reflections obtained from the implementation of the second cycle showed a better score than the first cycle.

As previously mentioned, the interests, talents, and skills of pre-school students at TPA Arrahmah have not been able to achieve good quality and adaptability to enter elementary school education. The principal of the TPA Arrahmah school describes the factors causing the low reading ability of students, namely 1) students are not trained enough to get used to reading, 2) fluency in reading is not fluent, pronunciation and intonation in reading are not correct, 3) students' low reading ability includes students' interest in reading still lacking, 4) lack of motivation and further guidance from parents while at home, 5) lack of reading quantity, and 6) lack of accuracy when reading. This condition is caused by the fact that there are still many students who are lazy to read both at school and at home so that the learning techniques used by teachers are still conventional or less varied.

So from these conditions, below is shown a table of students' reading skill scores and percentages classically in class B1 TPA Arrahmah.

Table 4. Acquisition of Scores and Percentage of Students Classically

No	Student's name	Sensory Aspect	Perspective Aspect	Schematic Aspect	Aspects of Thinking	Active Aspect	Average	Information
1	MF	42	45	44	47	44	44	Less Skilled
2	SAM	40	50	43	49	37	44	Less Skilled
3	ZKM	45	55	44	45	45	47	Less Skilled
4	SMDA	50	54	45	39	43	46	Less Skilled
5	MIB	52	49	43	54	49	49	Less Skilled
6	AFSA	55	52	45	55	42	50	Less Skilled
7	NSA	45	48	36	38	40	41	Less Skilled
8	INK	60	57	47	50	50	53	Skilled Enough
9	KL	62	65	42	40	41	50	Less Skilled
10	AAFNR	54	52	43	41	40	46	Less Skilled
11	KICK	47	55	44	52	42	48	Less Skilled
12	MWI	49	59	37	59	40	49	Less Skilled
13	IT	45	52	45	51	45	48	Less Skilled
14	VFG	39	47	43	47	50	45	Less Skilled
15	SLS	54	50	49	50	52	51	Skilled Enough
16	DH	55	52	42	52	55	51	Skilled Enough
17	ANM	43	56	40	49	45	47	Less Skilled
18	RNF	56	50	50	50	60	53	Skilled Enough
19	MKL	40	44	41	44	62	46	Less Skilled
20	KD	41	42	40	39	54	43	Less Skilled

In the initial conditions before being given the action of applying the SAS method to student learning activities, it is known from the table above that the abilities of class B1 students are almost unskilled in all aspects. There are only 4 people out of 20 who only have the ability to read with sufficiently skilled criteria. To see the percentage of success classically in the reading skills of class B1 students, the following table presents the percentages.

Table 5. Percentage of Classical Reading Skills of Students

Category	Amount	The number of students	Percentage
Less Skilled Students	16	20	80%
Self-Skilled Students	4	20	20%

The table 5 shows that the reading skills of class B1 TPA Arrahmah still occupy the criteria of being less skilled and quite skilled. It was accumulated that students with sufficient skills were 4 out of 20 students with a classical percentage of 20%. While 16 other students still

experienced less skill in reading ability. This is then followed up by giving action by applying the SAS method.

The results of the first cycle of reflection showed that there was an increase in aspects of students' reading skills. Evidenced by the ability of students who have recognized each letter form in a word both verbally, students are able to identify word structures to be used as sentences, and are interested in knowing more types of words at each meeting. However, the problems that arise in cycle I, students are still not able to evaluate any mistakes in their work, or mistakes in their friends' word processing. In this cycle, the teacher still tends to supervise without directing decisions on the work done by students. So that students only feel exploring without knowing whether the work is correct or not. Then it is concluded that the average score and the percentage of students' reading learning outcomes are as presented in the table 6.

Table 6. Gain Scores from Pre-cycle and Cycle I

No	Criteria	Total Number of Students	Preliminary data		Cycle I	
			The number of students	(%)	The number of students	(%)
1	Highly Skilled Student	20	0	0 %	0	0 %
2	Skilled Student	20	0	0%	7	35%
3	Self-Skilled Students	20	4	20%	13	65%
4	Less Skilled Students	20	16	80%	0	0%

According to the table above, students experienced an increase in the achievement of students' reading skills. Evidenced by the data showing students with skilled reading skills have reached 7 children where previously there were no students with that category in the pre-cycle. There were only 4 students with adequate reading skills in the pre-cycle, which increased in cycle I to 13 children. Then there were no more students who were less skilled in cycle I, which originally consisted of 16 people in the pre-cycle. So, the homeroom teacher of class B1 explained that from the acquisition of cycle I it could be concluded that good student skills still reached 20% of the total 20 students in class B1 TPA Arrahmah. So that the action of cycle II is a solution for further improvement for students' reading skills.

Cycle II was carried out with the same learning stages as the implementation in cycle I. However, the teacher exerted more guidance, direction, and motivation for students to ensure it was easy for students to develop reading skills. So, from the implementation of cycle II, the **table 7** shows the score for the percentage of student success. The table 7 is proof of the success of the SAS method in developing students' reading skills so that it becomes an element of linguistic ability equality and an element of cognitive adaptivity. To see the improvement in the criteria for students' reading skills, the **figure 1** is a graphic description.

This is evidenced by the fact that in the first cycle, students who were skilled enough reached 65% (13 students) classically, changing to 80% (16 students) on the criteria of students who were skilled in reading ability. Meanwhile, 4 other students managed to show extraordinary skills in reading ability. The increase in the percentage of students' reading skills was obtained in terms of the five aspects (sensory, perceptual, schemata, thinking, and affective) which encouraged them to develop reading skills in a structured, as well as synthetic-analytical manner. Students are able to observe a word or sentence, students are able to connect words into sentences, and students have high interest and motivation in their linguistic abilities.

Table 7. Gain Score from Pre-Cycle to Cycle II

No	Criteria	Total Number of Students	Preliminary data		Cycle I		Cycle II	
			The number of students	(%)	The number of students	(%)	The number of students	(%)
1	Highly Skilled Student	20	0	0 %	0	0 %	4	20%
2	Skilled Student	20	0	0%	7	35%	16	80%
3	Self-Skilled Students	20	4	20%	13	65%	0%	0%
4	Less Skilled Students	20	16	80%	0	0%	0%	0%

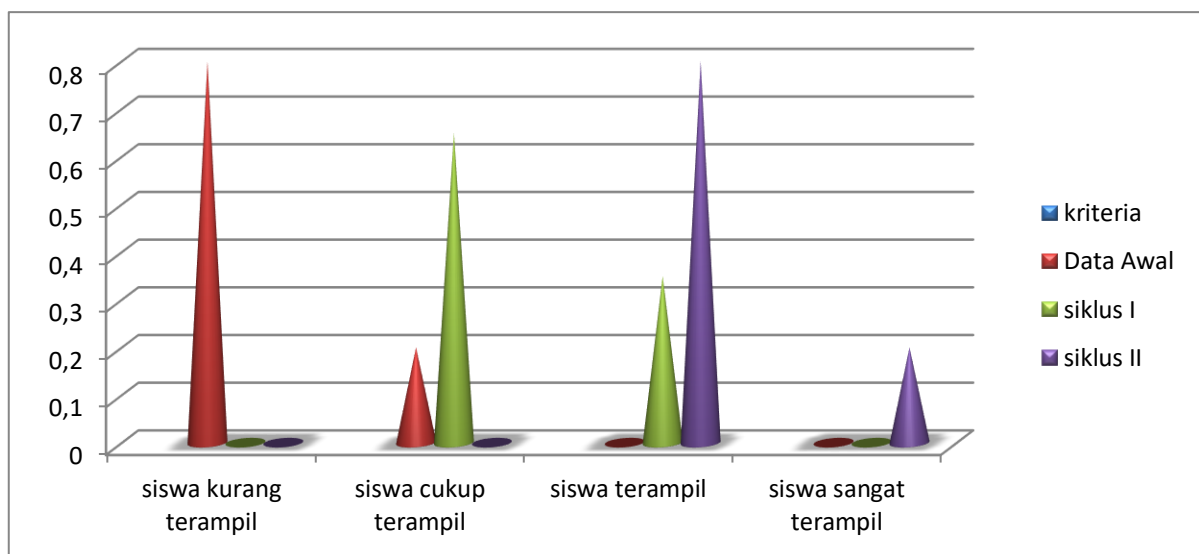


Figure 1. Graph of Increasing the Percentage of Criteria for Students' Reading Skills

Class B1 (Mrs. Zulaiha) revealed that the SAS method encourages students' curiosity to know more about linguistic knowledge, helps students evaluate information, helps students find interest in reading from an early age, and students are able to solve problems independently. Then one of the other student guardians, Mrs. Maryami, said that there were several advantages in implementing this action. The advantages in applying the SAS method include: 1) this method can serve as a basis for students' analytical thinking later in elementary school; 2) with well-arranged steps it will be easier for students to follow reading procedures and will be able to read quickly; and 3) can help students become more fluent in mastering reading.

The application of the SAS method has several advantages, as stated by Aisha et al. (2017), namely: 1) The SAS method is in line with linguistic principles which consider the smallest language units that are meaningful for communication are sentences, where sentences are formed by the language units below them, namely words, syllables, and letters. According to Robbiyah (2022) 2) the SAS method adjusts the material to the child's language development and experience. Pebriana (2017) said that 3) the SAS method is in line with the principle of inquiry, where this method can make children know and understand something based on their own findings. The final review of this discussion proves that the reading skills of pre-school students must continue to be honed. So that to enter elementary school education, their reading skills can keep up with the abilities of other friends, new knowledge and experiences will be found.

Conclusion

In accordance with the description of the results and discussion above, it can be explained that the conclusion of this study from the application of the SAS method to develop students' reading skills so as to achieve equality of reading ability and adaptability later at the elementary school level, has proven effective and successful. The increase in the percentage of students' reading skills was obtained in terms of the five aspects (sensory, perceptual, schemata, thinking, and affective) which encouraged them to develop reading skills in a structured, as well as synthetic-analytical manner. Students are able to observe a word or sentence, students are able to connect words into sentences, and students have high interest and motivation in their linguistic abilities. This empirical fact illustrated that the SAS method is able to adapt the material to children's language development and experiences from an early age cognitively-linguistically. So that when they enter elementary school education, their reading skills can match the abilities of other friends, new knowledge and experiences will be discovered. Of course, it is new that this research has never been carried out, but it would be even more perfect if there were further research regarding the effectiveness of the SAS method in improving students' linguistic abilities in other languages.

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